Just for fun: 1. No pain, no gain (redux)

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ENGLISH

['iŋglif]

INGLÊS

MADE

MÉTODO DIARIO "ASSIMIL"

MÉTODOS "ASSIMIL"

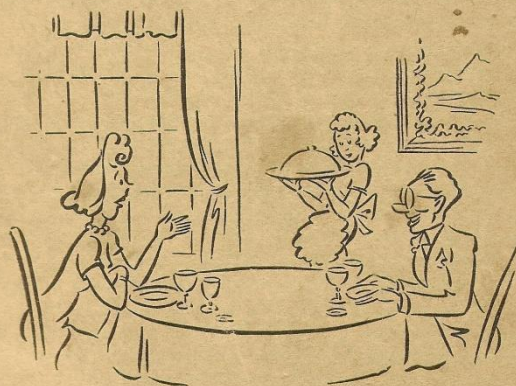EL ALEMAN SIN ESFUERZO.
EL FRANCÉS SIN ESFUERZO.
EL INGLÉS SIN ESFUERZO.

Libros religatos, abundamente ilustrados

EL INGLÉS
SIN
ESFUERZO

POR

NDON
RINO

Toil & Chat
ENGLISH
FOR BEGINNERS

CURSO ELEMENTAL

Laugh and
be merry!

Modernes Englisch zur Auf-
frischung und Erweiterung
Ihrer Kenntnisse

DIE NEUE
LANGENSCHEIDT-LEKTÜRE

mit Übersetzungen und Erläuterungen

1,50/M.

1	☐	FUN THINGS		235
2	☐	FUN FACTS		94
3	☐	FUN ACTIVITIES		78
4	☐	FUN WAYS		58
5	☐	FUN GAMES		24
6	☐	FUN COLORS		20
7	☐	FUN PLACES		20
8	☐	FUN IDEAS		19
9	☐	FUN FEATURES		18
10	☐	FUN RUNS		18
11	☐	FUN PARTS		16
12	☐	FUN EVENTS		15
13	☐	FUN GIRLS		14
14	☐	FUN PROJECTS		14
15	☐	FUN FOODS		13
16	☐	FUN SOUNDS		12

The cooperating teacher can also build the students' interest by telling them they will love having music class with the student teacher, who will bring so many wonderful and **fun activities** to teach them!

Ultimately, of course, teachers must be expected to fulfill classroom tasks: keeping a safe classroom environment where learning can flourish; designing engaging and meaningful lesson plans; implementing **fun activities** and various ways that many students' learning styles can be utilized;

We encourage positive behavior through group activities, **fun activities.** There might be 10 kids working together to prepare a green salad.

Fun facts

This **activity** is all about **fun** facts and helps adults or older teenage students to practise ... students use the internet to find out their own interesting **fun** fact! **Activity** type: Pair work and group ... question forms. This **activity** works well with mixed ability classes because students who might be less ...

admin - 14 Apr 2016 - 09:55

Fun revision quiz

This **activity** is based on the format of most of the quiz shows currently shown on television. ... I have tried it with different ages and levels and it has proved to be a **fun** and challenging way of doing ... answer, you will say "correct" or "incorrect" accordingly. This **activity** allows ...

admin - 20 Aug 2015 - 20:10

Fun discussion of controversial topics- the 'Tap-In Debate'

The 'Tap-In Debate' is a **fun** way for students to discuss controversial topics. ... I like this **activity** especially because it involves all the students and they can't afford to sleep ... 4.1 (32 votes) **Activities** Language Level: B2 ...

admin - 1 Aug 2015 - 14:02

Having fun with dialogues

Lift a dialogue and then do something **fun** with it. a useful filler **activity** if you run out of ideas ... Students will have **fun** making sense of it all. Challenge pairs or groups with a time limit. Misspell ...

admin - 13 Oct 2017 - 13:37

Ongoing assessment- fun not fear!

to assess student strengths and weaknesses and give us a strong indication as to which type of **activities** ... the students enjoyed the **activities** in the coursebook module. Again, they coloured in one of three simple face ... of monitoring student

come away from this workshop with a range of practical, fun listening activities designed to exploit

Vocabulary review in fun ways
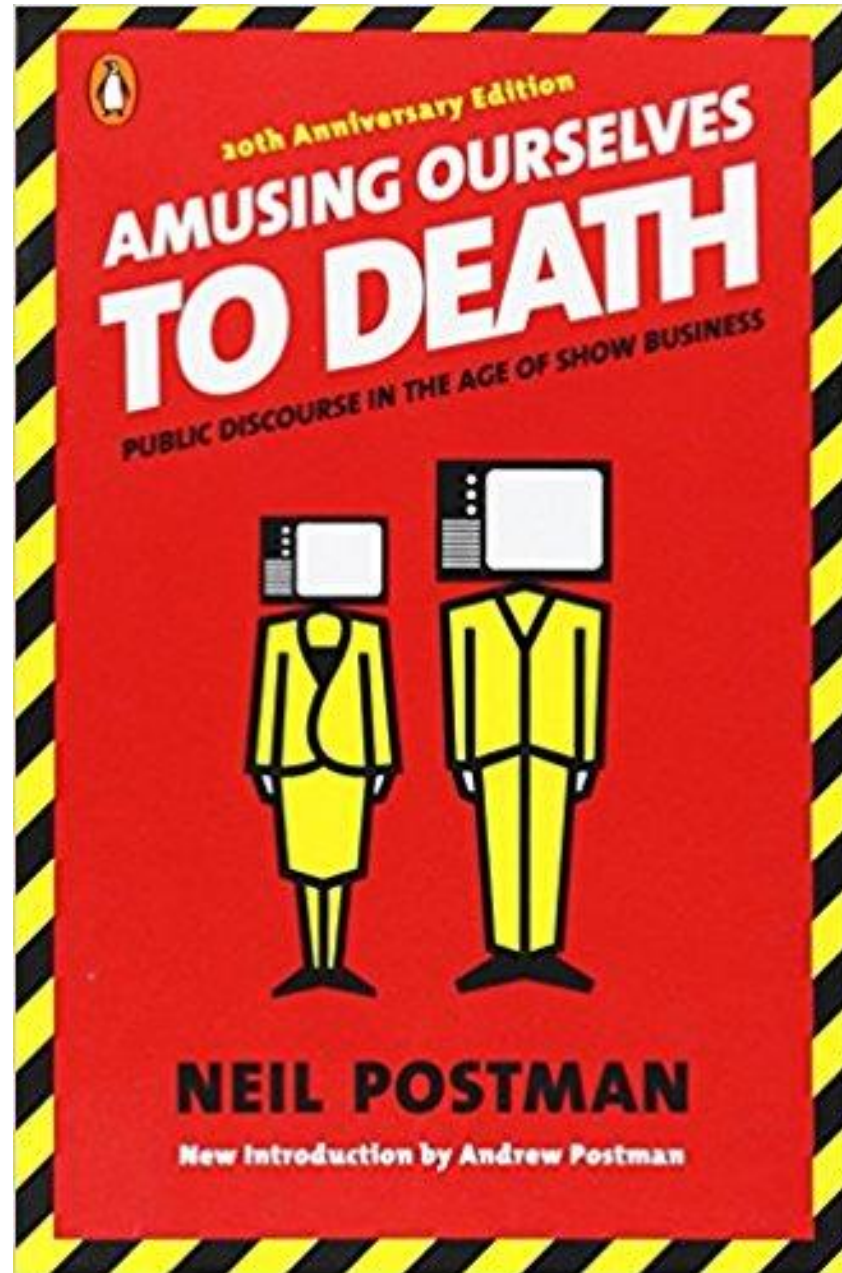
help students build confidence in their language skills and make English fun again
In this project, even the students with special learning difficulties are actively participating, learning and having fun.
Who said IELTS lessons can't be fun? In this practical workshop, the
However, real conversation is often unpredictable, creative and fun (even messy!
Using chants to make language memorable and fun!
Come along for 30 minutes of fun and chants that will
students enjoyed this activity and believe it is a fun and motivating way of learning English
We will have fun ourselves during this practical workshop, exploring and evaluating practical tips on how to strengthen bonds creating a safe, fun and participatory learning environment

IATEFL Conference (2018) Catalogue

20th Anniversary Edition

AMUSING OURSELVES TO DEATH

PUBLIC DISCOURSE IN THE AGE OF SHOW BUSINESS

NEIL POSTMAN

New Introduction by Andrew Postman

'Television's principal contribution to educational philosophy is the idea that teaching and entertainment are inseparable. This entirely original conception is to be found nowhere in educational discourses, from Confucius to Plato to Cicero to Locke to John Dewey….'

Postman, N. (1985) *Amusing Ourselves to Death*. Methuen. p.150.

1. Reasons why we might have gone a bit soft on the learner:

    a. CLT
    b. TBLT
    c. Humanism
    d. student-centred classroom
    e. Krashen
    f. autonomy/individualisation
    g. post-method disillusion
    h. tolerance of error
        etc etc

1992

2. Counter-arguments

    a. fossilization
    b. focus on form
    c. motivation = challenge
    d. output + 1
    e. psychological authenticity

3. A pedagogy:

    a. providing challenge - "raising the bar"
    b. do it again, but better
    c. fluency -> accuracy (incl. performance phase)

"If the 'language teacher's' management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself, and the teacher can be fairly sure of not being guilty of unwarranted interference in the process".

Allwright, R. (1979) Language learning through communication practice, in Brumfit, C., and Johnson, K. (eds.) *The Communicative Approach to Language Teaching* Oxford: Oxford University Press, pp 167-82

'The development of competence in a second language requires not systematization of language inputs or maximization of planned practice, but rather the creation of conditions in which learners engage in an effort to cope with communication.'

Prabu, N.S.(1987) *Second Language Pedagogy.* Oxford: Oxford University Press, p.1.

(On suggestopedia): "The students should enjoy what they are doing and not see it as something hard. This implies an absence of any destructive or inhibiting tension"

Stevick, E. (1980) *Teaching languages: A way and ways.* Rowley, Mass.: Newbury House, p.240.
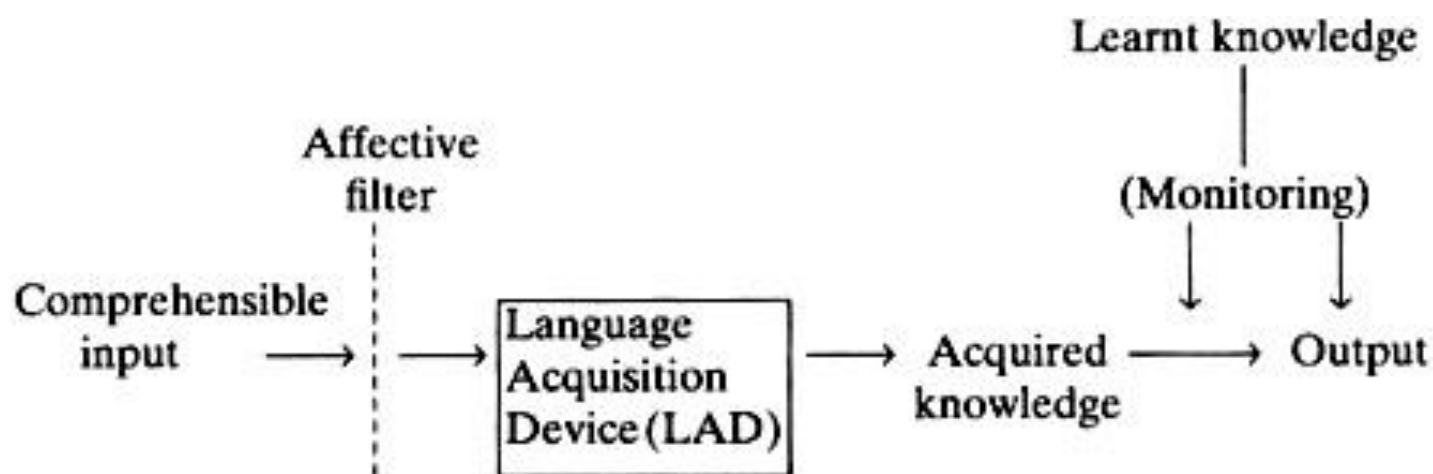
The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

"Minimally Invasive Education is defined as a pedagogic method that uses the learning environment to generate an adequate level of motivation to induce learning in groups of children, with minimal, or no, intervention by a teacher".

http://www.hole-in-the-wall.com/MIE.html

Fun ≠ attention

Fun ≠ motivation

Fun ≠ attention

Fun ≠ motivation

"What is attended is learned, and so attention controls the acquisition of language itself."

Ellis, N.C. and Robinson, P. 2008. An introduction to Cognitive Linguistics, Second Language Acquisition, and Language Instruction. In Ellis, N.C. and Robinson, P. (eds.) *Handbook of Cognitive Linguistics and Second Language Acquisition.* Oxford: Routledge, p. 3).

'We pay continuous partial attention in an effort NOT TO MISS ANYTHING. It is an always-on, anywhere, anytime, any place behavior that involves an artificial sense of constant crisis.'

Linda Stone (2002-2017): https://lindastone.net/qa/continuous-partial-attention/

'Though the educational potential of the Internet is limitless, it is becoming apparent that wired students use technology less to learn than to distract themselves from learning.'
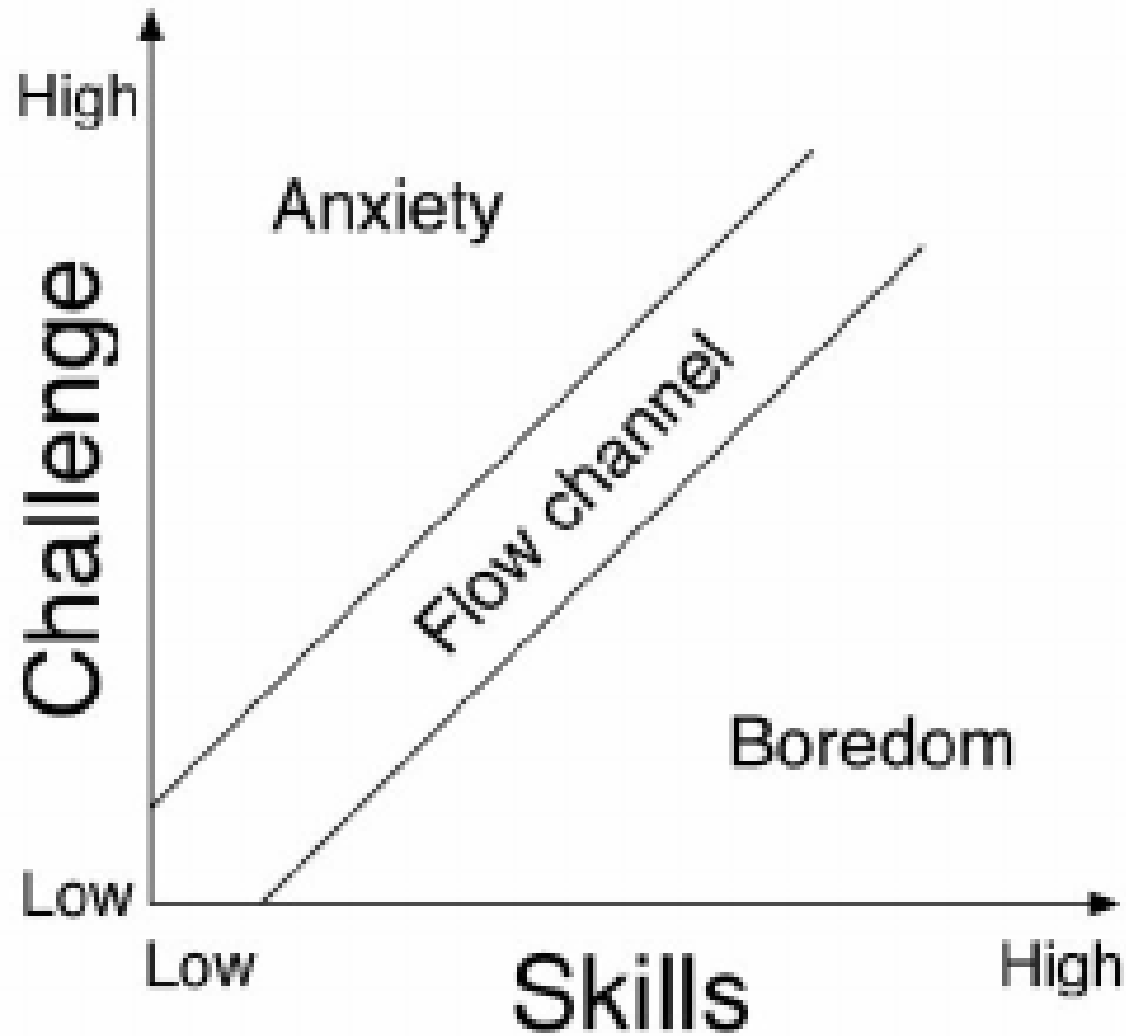
Crowther, H.   *Granta, 111.*

'An emphasis on activity for activity's sake may be counterproductive, in that it serves to divert attention onto the activity itself, and not onto the language that mediates the activity.'

Thornbury, S. 'A is for attention' (blogpost)

Fun ≠ motivation

The learner's output should be "pushed towards the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently and appropriately… Being 'pushed' in output ... is a concept that is parallel to that of the i + 1 of comprehensible input".

Swain, M. (1985) Communicative competence:some roles of comprehensible input and comprehensible output in its development. In Gass, S.and Madden, C. (Eds.) Input in second language acquisition. Rowley, MA: Newbury House.

'In particular, we will want learners to take every opportunity to deploy grammar in their talk, stretching their linguistic resources so that they use language which is grammatically rich. This procedure is sometimes referred to as "interlanguage stretching", and it requires learners to "operate at the outer limits of their current abilities" (Long 1989: 13).'

Batstone, R. (1994) *Grammar.* Oxford: Oxford University Press, p. 78.

"Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behaviour. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour."

Scovel, T. (1978) The effect of affect on foreign language learning: a review of the anxiety research, *Language Learning* 28: 129-42 p.139.